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ABSTRACT

This directory, compiled by the Summer Program Academic Resources Coordination Center (SPARCC) in Loudonville, New York, describes 19 summer programs that demonstrate a variety of delivery systems used to meet the educational and social needs of migrant students. SPARCC was a migrant education grant that developed and helped implement model summer migrant education programs in New York, Florida, and Virginia. Program profiles contain the following information: (1) the delivery models used in the program such as all-day summer school, Saturday or weekend programs, camping trips, and correspondence courses; (2) the state in which the program is located; (3) project description, including specific objectives and activities; (4) date and time schedule of project; (5) number of students participating; (6) student qualifications for program participation; (7) staffing requirements; and (8) contact person and telephone number. This directory includes information on using the whole language approach and other curricula in a summer program format. (LP)

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SUMMER PROGRAM ACADEMIC RESOURCES COORDINATION CENTER

(SPARCC)

SUMMER PROGRAM OPTIONS

Rc 0187 31

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Summer Program Academic Resources Coordination Center

WHAT IS SPARCC? SPARCC was a 1203 grant which developed and helped implement model summer migrant education programs in New York and Virginia. These programs coordinated with school year programs, involved parents and included a packet/whole language approach.

WHAT DID SPARCC ACHIEVE?

1. SPARCC staff prepared a manual which included the following:

   - Detailed information on summer program options and sample programs.
   - Information on networking with Florida home base schools.
   - A bibliography of good literature for the selected themes of multiculturalism, health and fitness, family and self-concept, and careers.
   - Information on whole language.
   - Suggestions/directions on packet preparation.
   - Other curriculum ideas.

2. SPARCC staff developed 80 learning packets for preschool, primary, intermediate and secondary levels which focused on five themes including family and self-concept, health and fitness, multiculturalism, careers and potpourri.

3. SPARCC offered workshops on the following:

   - *Summer Program Options*: overview of numerous summer programs keyed to the special needs of the particular migrant population; special curriculum options.
   - *Whole Language*: background information, philosophy, themes, using "good literature", the packet approach, integrating whole language into the content areas, make'n take.
   - *Parent Involvement*: suggestions for migrant educators to help involve more parents in more of their children's educational activities; practical ways for parents to be an integral part of their child's education.

WHEN? SPARCC was funded from January 15, 1991 through February 15, 1992.

WHO? Florida, Virginia and four (4) New York Tutorial Outreach Programs participated.

HOW CAN SPARCC HELP ME? The SPARCC manual and master copies of the packets and the workshops are now available through the Program Coordination Center ESCORT.

FOR MORE INFORMATION:

Barbara Wyman
Migrant Programs
Edoral Bldg. 257 Osborne Road
Loudonville, NY 12211
(518) 453-1866

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SUMMER PROGRAM OPTIONS

Each Migrant Education Summer Program must develop their particular types of summer programs based upon their particular migrant population. The following should be considered:

- -- Number of children at each age/grade level
- -- Academic needs of children
- -- Social needs of children
- -- Work schedules of parents and older children
- -- Location of migrant families in camps or on separate farms/geography
- -- Budget
- -- Availability and location of facilities
- -- Staff availability
- -- Dates the students are in the area

Each Migrant Education Summer Program across the nation has its own unique characteristics or "specialties". There are, however, some basic service delivery systems or models:

- -- All day summer school (ages 0 -21) may include field trips
- -- Night school
- -- In-camp/in-home individual or small group tutoring
- -- Saturday or weekend programs
- -- Mail/home study/correspondence courses
- -- Summer residential programs - Summer Leadership Institute
- -- Van/camping trips - career exploration

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-- Mobile unit visits to homes or easy access site

-- On-the-job training programs

-- Parenting programs

-- Travel programs - every day to a different site

-- Summer overnight and/or day camp programs (recreational and academic)

-- Club Programs - Girl or Boy Scouts, 4-H, special interest clubs ie. Rockets

The specific programs described in the next pages are examples of these service delivery systems or formats for summer programs. You will notice that many projects combine several delivery models. A contact person and telephone number are listed for each so further information may be attained.

Many of the program descriptions have been provided by the specific programs and have been printed in the format they provided. The Summer Secondary Program Models prepared by the Interstate Migrant Secondary Team Project has been included as well as program profiles provided by P.R.I.M.E. Other program descriptions have come from newspapers or newsletters or from discussion with the individuals involved.

Summer Program curriculum are as varied as the delivery system models. This manual provides information on whole language and the packet program as well as other suggestions for curriculum which are free or inexpensive and excellent.

E. A. G. L. E

Model: Project/field trip clubs

Location: California

Project Description: The Early Assistance and Guidance through Leadership Experience **(E.A.G.L.E)** was developed by Migrant Region XVI. We have modified the activities in the program to include rocketry and paper planes. The students utilize reading, writing, language and math skills while working with projects that keep their interest. The students will take a field trip to a rocket plant to explore solid rocket fuel, view a museum and explore career opportunites. A bus is provided for students who normally ride the bus to attend school.

Dates/Times:

Natividad School	Monday/Wednesday	2:45 - 4:15
Lincoln School	Tuesday/Thursday	2:45 - 4:15

Number of Students Participating: Each program has 20 students actively participating.

Student Qualifications: Migrant Students, grades 4 - 6 with some or great need as established by needs assessment.

Staff:

Brian Centeno	Migrant Resource Teacher
2 Work Study Students	Salinas Union High School District
1 Mini Corps Student	Hartnell College

Contact person: Monica Hawthorne

Telephone: (408) 753-5685

HEALTHY KIDS, HEALTHY CALIFORNIA

Model: Club meeting

Location: California

Project Description: This program is co-sponsored by the local chapter of the Girl Scouts of America. The purpose of the program is to help students with decision making and safety skills.

Dates/Times: July 29 - August 14, 1991 10 am - 12 pm
Monday and Wednesday

Number of Students Participating: 42 migrant students participated in the program.

Student Qualificaitons: All migrant students grades 1-6 were eligible to participate.

Contact person: Monica Hawthorne

Telephone: (408) 753-5685

Summer School

Model: Summer School

Location: California

Project Description: This five week summer school program utilized the Learning to Read Through the Arts thematic approach to art and reading instruction. Students were exposed to the culture, geography, way of life and arts of Asia. Children participated in a district wide student performance and art show.

Dates/Times: Summer School was held June 24 through July 26, 1991

Number of Students Participating: Eight hundred six (806) migrant students attended.

Student Qualifications: All currently identified migrant students, Pre-K through 6th grade were eligible to attend Summer School

Staff:

Rosie Alvarez	Teacher-in-Charge	Monterey Park
Fran Mendoza	Teacher-in-Charge	Los Padres
Al Velasquez	Teacher-in-Charge	El Gabilan

Contact person: Monica Hawthorne

Telephone: (408) 753-5685

Learning for Life

Model: Club meeting

Location: California

Project Description: The "Learning for Life Program" is a new Boy Scout alternative program sponsored by our local Boy Scout Council. The Boy Scouts provide the curriculum for the program. Student focus is on learning life skills.

Dates/Times: Students meet on Tuesdays from 3:00 - 4:30

Number of Students Participating: 24 Migrant Students

Student Qualifications: Currently enrolled Migrant Students with some or great need identified on needs assessment

Staff:

Pat Flores	Resource Teacher
Jesus Lopez	Boy Scouts

Contact person: Monica Hawthorne

Telephone: (408) 753-5685

Walden West

Model: Day Camp

Location: California

Project Description: Camp Walden West is an outdoor education program designed to meet the academic, affective, physical and survival needs of the migrant student.

Dates/Times: July 29 - August 2, 1991

Number of Students Participating: Salinas City School District sent 34 students to a five day camp servicing 160 county migrant children, compared to 32 last year.

Student Qualifications: Students had to be between the ages of 8 - 14. First priority was given to Migrant Status I & II students who had never been to an outdoor education program.

Contact person: Monica Hawthorne

Telephone: (408) 753-5685

Yo Puedo - El Sausal Middle School

Model: Summer School

Location: California

Project Description: The Yo Puedo Program focuses on developing language art skills, creative writing, basic study skills, leadership, self-expression, communication skills, positive self esteem and public speaking. Students learn to work in group situations, listening and valuing others contribution to the group. The courses can count for up to 5 units of high school or college credit. The courses included Earth Science, Leadership and Career Exploration, Creative Writing, Personal Development Through Art.
(NOTE: Book Produced by students in the program.)

Dates/Times: This was a six week program running from June 18 - July 26, 1991.

Number of Students Participating: This year 98 students participated compared to 36 students in 1990.

Student Qualifications: Migrant Students currently enrolled in sixth through eighth grade. Students had to complete an autobiography. Grade transcripts were sent to the program along with parental authorization.

Contact person: Monica Hawthorne

Telephone: (408) 753-5685

Yo Puedo - University of Santa Cruz

Model: Residential Institute

Location: California

Project Description: Yo Puedo- USCS fosters student self-esteem and self-confidence by developing leadership and decision-making skills. It is designed to assist students in planning their future and overcoming obstacles that can keep them from achieving success at school and in the community

Dates/Times: This was a two week live-in program at the University of Santa Cruz running from July 1-12, 1991 and including the itervening weekend.

Number of Students Participating: Salinas City School District sent 26 students entering seventh grade in the fall compared to 22 students the previous year.

Student Qualifications: The students were migrant students who had never participated in a USCS Yo Puedo program. They submitted their latest school grades, a one page autobiography, and two letters of recommendation.

Contact person: Monica Hawthorne

Telephone: (408) 753-5685

Summer Home-Study Packets

Model: Home Study Packet

Location: California

Project Description: The Summer Home Study Packet Program was developed by Laura Colton and Raul Herrera. Raul ultimately developed 6 packets for each grade level, K-6 and one large one for Pre-K in both English and Spanish. Raul and Josie Soler delivered packets and made home visits to students.

Dates/Times: The program started June 13, 1991. All migrant students, except Natividad students, were to be on packets or enrolled in another alternative program.

Number of Students Participating: 1,117 migrant received and completed packets.

Student Qualifications: All migrant children Pre-K through 6th grade were eligible for the program.

Contact person: Monica Hawthorne

Telephone: (408) 753-5685

Toro Park Camp

Model: Day Camp

Location: Location

Project Description: Each migrant child will develop pride, confidence, a feeling of importance and a desire to succeed.

Students "go to school" in the natural setting of Toro Park. They keep a journal of daily writing, participate in new games and activities which let them use their minds, muscles and learn the social graces of working together, as well as participate in arts and crafts activities.

This program utilized curriculum from Girl Scouts, who had previously administered the Day Camp.

Dates/Times: Monday through Thursday, July 30 through August 20, 1991. The program operates 9:00 am until 2:00 pm.

Number of Students Participating: Currently 108 students are involved in the Toro Park Day Camp Program compared to 89 last year.

Student Qualifications: This program is open to all Migrant students grade 2 -6.

Staff:

Al Velasquez	Teacher-in-Charge
Jose Cavazos	Teacher
Pat Flores	Teacher

Contact person: Monica Hawthorne

Telephone: (408) 753-5685

New York Summer Migrant Educational Programs

Model: Night School, summer school, in-home/in-camp tutoring

Location: New York

Project Description: The Summer Education Program in New York State is divided by grade level. Grades K-8 are scheduled from 8:00 a.m. to 3:30 p.m., 5 days a week, usually for 8 weeks. All such summer day programs are certified summer schools in New York State and offer a full curriculum which includes English/Language Arts, Math, Social Studies, Career Education, Computer Literacy, Spanish, P.E., Health & Safety, Swimming, etc. Pre-enrollment information is sought and homebase follow-up is required at the end of the session.

In addition to this curriculum, students receive breakfast, lunch, and a snack. Weekly field trips are held for all students and some programs offer participation in Boy or Girl Scouts.

The other session, Summer Night School, serves secondary students (Grade 8 and up, including GED students), operates 4 evenings per week from approximately 7:00 p.m. to 10:00 p.m. for 7 to 8 weeks. The curriculum includes ESL, Math/English, Basic Skills remediation, Career Education, Homebase School Instruction, and PASS/Mini-PASS, all taught by certified high school teachers. Special sessions on current topics such as racism, interpersonal relationships, AIDS, and occupation goal setting may be scheduled depending on interest, availability of staff and time.

Interstate coordination is strengthened as projects obtain pre-enrollment information through direct contact with homebase school personnel. In some cases, migrant educators from sending states (Texas, Florida) have come to New York Summer Schools to provide specific information on homebase state school regulations and individual student data. Some present a daylong inservice; others, such as counselors or advocates, work in local summer programs for the complete session.

Follow-up with the homebase school district about students' summer achievements is mandated by local programs. Thus all students do receive credit for their summer efforts.

New York Summer Migrant Educational Programs continued

When students cannot be scheduled for one of these programs, a Summer Outreach Program from the local Tutorial Outreach Program (**T.O.P**) provides tutoring tailored to the students' academic needs at their home or in the migrant camp. Many T.O.P's use a "whole language" packet approach to immerse and fully involve students in literature. Field trips are held several times during the summer. Parent participation is encouraged. Accomplishments are shared with the local school by the beginning of the full semester.

Contact person: Robert Apicella/Barbara Wyman

Telephone: (607) 432-0781/(518) 453-1866

Florida Migrant Summer Institute

Model: Residential Institute

Location: Florida

Project Description: Florida's Migrant Summer Institute is a six week residential program held on college campuses.

The Institute focuses on high school and middle school youth who are at the greatest risk of dropping out. These migrant youth are identified through tests and current grades.

The "Institute" has five strands: 2 for high schoolers which include working on up to 1 1/2 credits toward graduation, 1 for middle schoolers which emphasizes remediation of failed courses, 1 Drop Out Retrival for drop outs who are willing to make a committment and 1 Upgrade strand. The major goal of the Institute is to take youth who have an 85% chance of dropping out and turn them into youth who 85% will graduate.

Contact person: Mr. Lou Marsh

Telephone: (904) 487-0016

Summer Camp

Model: Residential Camp

Location: New Hampshire

Project Description: In the past New Hampshire's Migrant educators conducted a summer week long residential camp for migrant children. As funding became tighter , less expensive and alternate ways to provide migrant children a camp experience were needed. Service clubs and organizations were contacted and requests made for camperships. Response was very good and many migrant children received camperships. For those who didn't, slots at existing camps were purchaed by the migrant program. The migrant program provided transportation and physicals as needed. During the summer of 1991 over 40 migrant children in New Hampshire were able to attend a summer camp.

Contact person: Susan Rowe-Morison

Telephone: (603) 271-2717

Liberty Summer Program

Model: Home visits/field trips/in-school

Location: Arizona

Project Description: Because of construction at both of its school sites, the Liberty Migrant Staff members reached into their bag of tricks and produced a little magic in the form of a summer program. Limited school facilities didn't even slow them down. They took their show on the road. Liberty preschoolers and their parents took one field trip each week. The group was so large half went on Monday and half on Tuesday. These trips included a visit to the Wild Life Zoo, Burger King (where some children had their first hamburgers) and two trips to the public library, where they checked out books.

On Wednesday nights parents and students came to school in three groups. K-2 came from 6 p.m. - 7 p.m.; 3-5 came from 7 p.m. - 8 p.m. and 6-7 came from 8 p.m. - 9 p.m. At these sessions the parents and children created their own books. Some were in English; others were in Spanish. There was a directed activity room for the children while they were not with parents. After their hour of instruction was over, the children and parents went to the computer room, where they usually stayed until they were asked to leave.

On Thursdays two teams of migrant instructors went out to the preschool homes. The teams were composed of two paraprofessionals and one assistant to take care of the other children in the family while the parent and preschooler were busy. Reading was the focus of these visits and the team shared activities that involved parents in the reading process. Every week the preschooler received five or six books to keep. The instructional teams also related activities to their field trips. Included in these were hand puppets, salt dough and Jello jiggles.

On Fridays the Liberty staff met to plan. The Liberty summer program had a staff of nine. Fifty-four children participated in the four-week program. With a budget of $12,000, Liberty used $2,000 to buy books and $5,000 for materials and field trips. (Materials included canvas bags for the children.)

And how was this summer program received? Just ask someone from Liberty.

Contact person: Margarita Montano

Telephone: (602) 935-3912

Learning Mobile Reaches Out

Model: Mobile Unit to homes, shopping centers

Location: Arizona

Project Description: Parents do not always come to the school. The reasons vary: lack of transportation, former experiences that left them uncomfortable, pre-schoolers still at home, lack of realization that they may have valued skills to assist at school.

Parents do not always know how to help their children succeed in school. These reasons also vary: they may not know that it's desirable to read to their children in their native language; they may not realize that they can enhance their children's learning by talking with them about their daily activities; they may not know how to create activities that help students develop their natural abilities.

Parents are not always knowledgeable of the opportunities within the community to help them with their educational, emotional, physical, medical or job training needs.

To address these issues and more, Yuma Elementary School District has designed a learning mobile which started be on the road just before Thanksgiving. The destination: homes, low income houses complexes, shopping centers and other areas where people gather. Purposes are to develop parenting skills, to work with small groups of children in neighborhoods and to disseminate materials to parents about services available within the community. The vehicle is equipped with computers and programs, a TV/VCR, parenting skills videos, pamphlets about various school-related issues in both English and Spanish and information about community services.

To facilitate this project, Normal Alicia Molina was appointed as the School Community Outreach Liaison and visited social service agencies in the Yuma community exploring available services and collecting brochures in both English and Spanish for distribution to parents. She made home visits to set up both small and large group meetings to help parents with motivation, self esteem and knowlege of how they can help their children be successful. The mobile unit makes its way into the community daily so Norma canvisit each of the meeting sites.

Learning Mobile Reaches Out continued

The Outreach Project is made possible through a cooperative funding venture between the Emergency Immigrant Project, Title II, Chapter I and Migrant Projects. Targeted for assistance are families and students who qualify under the guidelines for these programs. It is anticipated that the learning mobile will be used in the sam way during the summer.

It is hoped that by taking the school to the families, students will benefit, parents will become actively involved in their children's educaiton and the schools and parents will become active partners in the education of the real hope for our future: our children.

Contact person: Norma Alicia Molina

Telephone: (602) 782-6581

New York State Summer Leadership Conference

Model: Residential Institute

Location: New York

Project Description: About 30 migrant students from New York Tutorial Outreach Programs (T.O.P.) and adjacent states attend the week-long Summer Leadership Conference held at the State University of New York at Oneonta each summer.

Potential campers are selected by TOP personnel; each candidate must submit an essay giving reasons he/she wishes to attend, his/her choice of an elective (CPR, Communicating With Others and Creative Expression were the 1991 choices) and a medical form. A Student Profile to assist conference staff with curriculum is also required. All students must have post-secondary potential, be at least a 9th grader and have a minimum 6th grade reading level.

The conference week is designed around four goals. They and the activities to meet them are outlined below:

1. Develop study skills to achieve students' academic potential and to ease the transition into college work.
   a. Daily 45-minute sessions on developing necessary study skills are held.
   b. Two college-level classes are held for practice in these skills.

2. Provide a career development model for students' future use.
   a. Daily 45-minute sessions on aspects of career exploration and planning are led by different experts who provide input on their specialty.
   b. On "College Day", a tour of SUNY Oneonta and discussions on pertinent topics (financial aid, college adjustment, etc.) are led by college officials.

3. Alert students to the value of constructive use of leisure time for personal and social growth.
   a. Four 45-minute sessions are led by college staff or community members in the three electives mentioned above.

New York State Summer Leadership Conference continued

4. Increase student self-esteem and group cohesiveness.
   a. Four sessions of Project Adventure are attended by all students who return a signed permission form. Climbing, hiking and other physical activities to develop self-confidence and skills are included in this curriculum.
   b. Nightly group meetings are led by counselors.
   c. Two workshops on Conflict Resolution are held.
   d. Roleplaying situations dealing with adolescent issues occur.

At the beginning and at the end of the conference week, all students complete the School Attitude Measure. This is also administered at the November reunion which all studnets are urged to attend.

The following five attitudinal scales are examined:

1. Motivation for Schooling
2. Academic Self-Concept - Performance Based
3. Academic Self-Concept - Reference Based
4. Student's Sense of Control over Performance
5. Student's Instructional Mastery

At the end of the conference week, students are also asked to assess it as a whole and to evaluate specific elements. These results are used in planning the next SLC to improve the development of campers' leadership qualities.

Contact person: Edward Griesmer

Telephone: (607) 431-3353

Pass and Mini-Pass Program

Model: Home and/or school packaged course

Location: Available to all states

Project Description: The Portable Assisted Study Sequence (**P.A.S.S**) is a nationally recognized program designed to offer migrant students the opporutnity to earn, complete, and make up credits toward high school graduation. A similar curriculum called Mini-PASS is available for students at the Middle School level.

PASS originated in California in the 1970s. At the present time, materials may be purchased from State Migrant Education Programs in California, Washington and Wisconsin. Over twenty states are using PASS and Mini-PASS materials; some have written their own state-specific courses.

Courses are written to give credit for one semester's work (ninety hours of instruction). This amounts to one-half credit per semester, applicable in states where a two-semester course equals one credit toward graduation. These are adaptable for states with other credit systems.

Complete PASS and Mini-PASS courses can be taken in addition to the regular school year program or during a Summer Session. They can be started in the homebase school, worked on and completed during travel time or completed back at the homebase school.

All courses contain 5 units, each equal to .1 (one-tenth) of a credit. These units allow the student to accumulate needed, partial credit to complete a course. In such an instance, the migrant tutor/teacher will share the PASS or Mini-PASS Scope and Sequence Chart with the student's content area teacher who selects the units the student needs. Thus PASS and Mini-PASS courses can be taken for full credit or for partial credit to complete a course without instructional repetition.

An essential element of success in this program is a dedicated migrant tutor/teacher, who not only must motivate, teach and encourage the student but also maintain records and be sure proper credit is awarded when the course is completed! Equally vital is a student who must recognize the value in doing his/her share in completing the work.

Even though materials are written on an independent reading level, approximately two years below the instructional level for the course, some materials are hard for students working alone. When students travel, another migrant tutor/teacher in

PASS and Mini-PASS Program continued

another state who shares the qualities described earlier must be found. Parents also need to understand the program, its benefits to their children and should be kept informed on the students' progress.

Each state arranges its own system of administering and monitoring the PASS/Mini-PASS Program for its students. Some states arrange for credit to be given through their offices; others arrange for credit to be given through California, Washington or Wisconsin.

Available PASS courses are listed below. (*) indicates a one-semester, .5 (one-half) credit course. All others are full-year, two-semester courses.

Transitional English *
English I, II and III
Themes in Literature
General Math
Consumer Math *
Pre-Algebra *
Algebra
Biology
Physical/General Science
Environmental Science
Health *
American Government *
U.S. History
World History *
Geography
Free Enterprise Economics *
Color and Design *
Study Skills *
Consumer Education *
Work Experience *
Ethnic Studies
Contemporary World Problems *

Available Mini-PASS courses are listed below:

Language Arts 6, 7 and 8
Mathematics 6, 7 and 8
Life Science 7
Earth Science 8
American History 8
Texas History and Geography 7

The following courses are available in Spanish and can be purchased from the California PASS Project:

American Government
Biology
Environmental Science * (first semester)
General Math
Physical/General Science
Health
U.S. History

PASS and Mini-PASS Program continued

A successful PASS/Mini-PASS program requires the cooperation of Migrant Educators at the state, and local levels, non-migrant classroom teachers and school administrators.

In addition to regular course work and course completion, the PASS and Mini-PASS offerings may be used as enrichment or electives. For example, PASS Study Skills can also be used as a complete or partial course of practical study for a GED exam or for students reentering school.

The following persons are members of the Interstate PASS committee who can provide additonal information.

LNAME	FNAME	STATE	ZIP	PHONE	FAX
Apicella	Bob	NY	13820	607-432-0781	607-432-7102
Baker	Charlotte	CO	80203	303-866-6750	
Branz-Spall	Angela	MT	59620	406-444-2423	406-444-4419
Camacho	Richard	AZ	85353	602-936-1276	
Cedillo	Ricardo	ID	83651	208-465-2700	208-465-2715
Dahl	Jo	AK	99811	907-465-2644	907-465-2935
Hill	Van	GA	30334	404-656-4995	404-651-8079
Johnson	Ron	MN	55101	612-296-0324	612-297-2495
Kazmierczak	Frank	WI	54124	414-855-2114	414-448-5491
Kernel	Mary	WA	99350	509-786-3391	509-786-7149
Lloyd	Mary	CA	93721	209-264-1424	209-264-8326
Lynch	Robert	NY	14454	800-245-5681	716-245-5680
Mason	Nancy	AR	72010	501-724-3361	
Pessin	Brenda	IL	60604	312-663-1522	312-663-1994
Rood	Donald	ND	58256	701-696-2212	
Stiles	Marion	MI	49103	616-471-1139	
Torres	Dalia	OR	97071	503-981-9555	503-981-9555
Wimberley	Peggy	TX	78731	800-444-1905	
Yanez	Tomas	TX	78577	512-787-9994	512-781-0046

ENHANCING SCHOOL SUCCESS FOR MIDDLE SCHOOL MIGRANT STUDENTS

Model: Saturday Program

Location: Pleasant View School Providence, RI

Project Description: In January, 1992, the Rhode Island Migrant Education Program started a Saturday Program at the Pleasant View School, a summer program site in Providence.

The three-hour program provides breakfast and lunch to twenty-seven enrolled middle school migrant students. As the program progressed, younger siblings have chosen to join their brothers and sisters and also attend. Parents are involved in frequent PAC meetings. Students presented an original dance recital at one recently.

The focus of the program is dropout prevention through the development of self-esteem as students explore the arts and physical development. Painting, drawing, drama and dance are included in the arts curriculum. Swimming lessons and water safely provide the physical development aspect of the program.

Four teachers and an aide instruct the students; a recruiter is also involved. The LEA Director donates her time. Bussing is provided by the project for students and for parents to attend PAC meetings.

Contact person: Susan Rotblatt-Walker

Telephone: (401) 277-3037

VERMONT SUMMER PROGRAM

Vermont

Sponsoring Institution/Agency

Vermont Migrant Education Program

Format

At home learning activities
Home visits
Interdisciplinary activities

Components

Educational activities booklet
Home visits

Description of Services

The family-oriented summer program begins in May and runs throughout August. All families with children age three through twelve receive an educational booklet entitled A Baker's Dozen: Thirteen Summer Activity Calendars. A section, written especially for parents, addresses reading and writing at home, using library resources, managing activities, and ways to recognize and encourage children's achievement. Through the use of the booklet, families will be introduced to enjoyable activities involving math games, reading, writing, art, and varied construction projects.

The teaching staff makes initial home visits in May and June to provide asistance and support to parents. During school vacation teachers make additional home visits to model activities for parents and their children. Teachers distribute books for children to choose and keep and leave materials for each family that will help them enjoy the activities within A Baker's Dozen.

Eligibility

Students who are migrant-eligible and logged through Vermont's Certificate of Eligibility (COE) qualify for the program.

Parental Resources for Involvement in Migrant Education (PRIME)
BOCES Geneseo Migrant Center
Holcomb Building, 210
Geneseo, NY 14454
1992

Identification/Recruitment Method

Teachers who provide supplemental instruction work with core school enrollment and extended school students and identify migrant students with high needs. New students are also identified for the summer program.

Funding

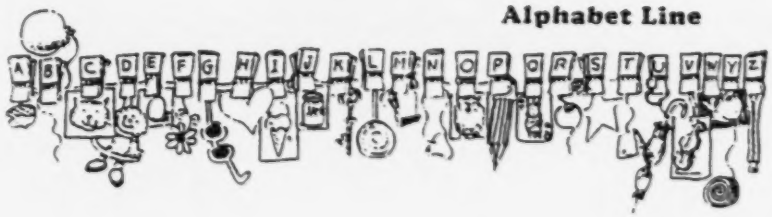
United States Department of Education, Migrant Education

Contact

Janet McKinnon, Assistant Director,
Program Services
Vermont Migrant Education Program
500 Dorset Street
So. Burlington, VT 05403
(802) 658-6342

Graphics from A Baker's Dozen, So. Burlington, VT: Vermont Migrant Education Program, Summer 1991

Alphabet Line



LA FAMILIA UNIDA

Phoenix, Arizona

Sponsoring Institution/Agency

Phoenix Union High School District

Format

Classroom
Day/Evening classes
Home visits
Multi-site
Tutoring, if needed

Components

For parents:
Adult Basic Education
Amnesty/Citizenship classes
ESL
GED preparation
Social Service linkages

For students:
P.A.S.S. program
Tutoring

Description of Services

La Familia Unida provides educational programs and social services referrals to migrant high school students and their parents, serving migrant high school students enrolled in any of the eight schools of the Phoenix Union High School District and their parents. Program services enable students to see themselves working with their family toward common goals. The program has operated for fifteen years in the district and provides services during the school year and summer. Day and evening classes are available with bilingual teachers. A full-time coordinator and home visitor staff the program. The home visitor checks on students who are frequently absent or who are having problems. The coordinator also makes home visits.

La Familia strives to serve the needs of the whole person. High school students can participate in the P.A.S.S. (Portable Assisted Study Sequence) program to accrue credit and receive tutoring, if needed. Migrant parents are offered educational opportunities through Adult Basic Education, ESL, GED preparation, amnesty and citizenship classes as well as linkages with social services agencies that offer public assistance, food stamps, medical care, and job training. The program makes day care referrals for those in need. Parents can meet with school counselors to familiarize themselves with the school system and its expectations. Students who have been

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trained by the County Health Service give presentations in Engish and Spanish to parents in La Familia on AIDS.

Migrant parents in La Familia are invited and encouraged to participate in Parent Advisory Council (PAC) meetings. These meetings, open to both high school and elementary school parents, provide elementary school parents with a bridge with the high school and La Familia staff. The PAC meets at least four times each year. La Familia is beginning to do parent training in conjunction with the PAC on such topics as improving communications with students, goal setting, and conflict resolution.

Eligibility

La Familia is open to all migrant students in grades 9-12 who are enrolled in the Migrant Student Record Transfer System (MSRTS) and their families. The priority is to serve currently mobile migrants.

Identification/Recruitment Method

Students are identified through MSRTS or by referrals from elementary schools.

Funding

Students - Arizona Migrant Education program; Adults - Arizona Adult Basic Education program.

Contact

Sylvia Long, Migrant Program Specialist
Phoenix Union High School District
Metro Tech
Vocational Institute of Phoenix
1900 West Thomas Road
Phoenix, AZ 85015
(602) 271-3277